Reading Psychology An International Quarterly

CONTENTS OF VOLUME 5

NUMBER 1

Editorial Comment iii

Articles

A Comparison of Semantic- and Mnemonic-based Vocabulary-learning Strategies / Joel R. Levin, Dale D. Johnson, Susan D. Pittelman, Kathy M. Levin, Linda K. Shriberg, Susan Toms-Bronowski, and Bernard L. Hayes 1

Comparisons of Young Children's Syntax to the Syntax of Their Basal Readers / Linda Lehnert and Barbara Johnson 17

Sex Differences in Visual Encoding Skills: Reading Symbols / Jean Whyte and Rosemary Harland 31

For the Practitioner

An Extended Basic Sight Vocabulary for the Primary Grades / James F. Baumann, Dale D. Johnson, and Alden J. Moe 39

99 Multiple Meaning Words for Primary Students and Ways to Teach Them / Evelyn F. Searls and Janell P. Klesius 55

Remediation of Alexia: A Case Study / Patricia Cohen Gold and Evelyn Amaral Freeman 65

Learning Resources 75

Writing: Teachers and Children at Work
Reading Instruction through Content Reading
Teaching Writing in K-8 Classrooms: The Time Has Come
Diagnosis and Remediation of the Disabled Reader (2nd Edition)
Reading in Elementary Classrooms: Strategies and Observations
Reading Problems Diagnosis and Remediation

Notes on Contributors 91
Solution to Crossword Puzzle 95
Erratum 96

NUMBER 2

Editorial Comment: Guest Commentary
Teachers' Theoretical Orientations and the Real Classroom / Gerald G. Duffy and Linda Anderson 97

Articles

The Readability of Content Textbooks Used in Middle and Junior High Schools / Walter R. Hill and Robin W. Erwin **105**

A Comparison of the Focal Attention and Contextual Theories as They Relate to the Graphic Similarity and the Level of Frequency of the Words Taught / Donald Neville and Alice R. Woods **119**

Levels of Categorization and Sight Word Acquisition / James R. King **129**

A Study of the Effects of Out-of-Level Testing with Poor Readers in the Intermediate Grades / Lawrence L. Smith and Jerry L. Johns **139**

Reading Ability and Prior Knowledge as Predictors of Eleven and Twelve Year Olds' Text Comprehension / Daniel Callahan and Priscilla A. Drum **145**

Research Revisited

Inner Speech, Oral Language, and Reading: Huey and Vygotsky Revisited / David B. Yaden, Jr. **155**

Learning Resources **167**

Teaching Reading to Every Child (2nd Edition)
Teaching Them to Read (4th Edition)
Comprehension Instruction: Perspectives and Suggestions
Teaching Reading, Writing and Study Strategies: The Content Areas
A Practical Approach to Content Area Reading

Notes on Contributors **183**

NUMBER 3

Editorial Comment **iii**

Articles

The Effects of Text Adaptation on Rated Appeal and Difficulty / John M. Bradley, Wilbur S. Ames, and Judy N. Mitchell **185**

The Effects of Story Structure Instruction on the Recall of Poor Sixth Grade Readers / Sue A. Tackett, Judythe P. Patberg, and Peter Dewitz **193**

Inter-Rater Reliability of the Cloze Reading Inventory as a Qualitative Measure of Reading Comprehension / Roger J. DeSanti and Vicki Gallo Sullivan **203**

For the Practitioner

Explorations of the Interactive Nature of Reading: Using Commercial IRIs to Gain Insights / Marjorie Youmans Lipson, Carla H. Cox, Suzette Iwankowski, and Marianne Simon **209**

Research Revisited

A Qualitative Analysis of Content Area Reading—1930 Revisited / John A. Mateja and Martha D. Collins **219**

Learning Resources 235

Teaching Reading and Study Skills in Content Areas
Children's Choices: Teaching with Books Children Like
Developing Literacy: Young Children's Use of Language
Getting Your Child Ready to Read
Group Assessment in Reading

Notes on Contributors **247**

NUMBER 4

Instructions to Teachers **251**

Articles

A Comparison of Oral and Written Text: A New Perspective / Michele L. Simpson and Keith J. Thomas **253**

The Use of Signing and Finger Spelling to Improve Spelling Performance with Hearing Children / Robert Wilson, Gerald V. Teague, and Marianne G. Teague **267**

Top-Level Structure of Exposition: Do Beginning College Students Really Use It? / Suzanne Bratcher Hoskins **275**

For the Practitioner

Motivating the Remedial Reader to Practice for Fluency / H. B. Bell, Barbara A. Mathews, and Jane Seibert **293**

Melody: Importance in Learning Oral and Book Language / Kathleen Telepak Buss **297**

Research Revisited

Field Dependent/Independent Cognitive Style Research Revisited: Do Field Dependent Readers Read Differently Than Field Independent Readers? / Timothy V. Rasinski **303**

Learning Resources 323

Content Reading: A Diagnostic/Prescriptive Approach
Diagnostic-Prescriptive Reading Instruction: A Guide for Classroom Teachers
Helping Students with Reading Problems
The Reading Process: The Teacher and the Learner

Notes on Contributors 333

Following page 334
Title Page to Volume 5
Contents of Volume 5
Author Index to Volume 5
Subject Index to Volume 5